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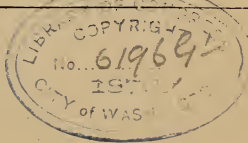


THE
Elements
— OF —
ENGLISH ORTHOEPIY.

For the use of Teachers and Primary Schools.

by Elam Marsh

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INTRODUCTORY.

The Elements of English Orthoepey are the SOUNDS and ARTICULATIONS of the language. They are made in our hearing till we easily learn to make them; but many of these same elements are so *variously* represented to our sight, so variously written and printed, that we learn to read and pronounce correctly with great difficulty. In fact, to read *well*, or to pronounce and write *correctly*, has ever been one of the most difficult of human attainments.

To obviate this difficulty and make the *visible* language like the audible, easily attained, it becomes necessary to have for each *primary* element of Orthoepey a separate symbol to be used invariably to represent that element and no other. Then by writing or printing every syllable as it should be pronounced, the *visible* etymology of the language will correspond truly with the *audible* or current of speech; and be very much easier attained and remembered.

The philosophy of the human voice has been and is yet but little understood, and it would be next to impossible to represent on paper all the powers of speech. The different forces, pitches and intonations of the voice, are too various and numerous to be well represented to our sight, and no one proposes to make any such attempt. But the common sounds of the language, both accented and unaccented, primary and articulated, can be so represented; and it ought to have been done two hundred or more years ago.

PRIMARY SOUNDS and the various ARTICULATIONS of them are distinctly *different* things, which should have been long ago, made plain to teachers and pupils everywhere. A SOUND is made by the movement of the voice through a tone, semitone or other interval. An ARTICULATION is a particular movement of the breath and organs of speech without any sound, or with one syllabic sound as well as another.

The PRIMARY sounds are *inarticulate* and *few* in number—only *ten*—each having its cognate or secondary mode of simple utterance. The first or alphabetic mode is the full accented sound; and the second is the short unaccented mode; as represented in the following table.

Accented.	Unaccented.			
Λ	e	as in	Ale	ell
E	ɪ	“ “	eel	ill
O	u	“ “	note	nut
⊙	o	“ “	fool	full
æ	a	“ “	fair	fan
Λ	Λ	“ “	far	sofa
Ω	ə	“ “	all	on
i		“ “	pine	pin
U		“ “	pure	pull
α		“ “	our	your

In this table we see at once the letters representing the *primary* sounds. The name of each accented letter is the distinct proper sound which it represents, made by its most easy and simple mode of accented utterance. Each cognate or unaccented letter is placed in line with, and has the name of, its antecedent. The cognate of *i*, is the same as the unaccented *E*; and the cognate of *u* and *α* are both the same as the unaccented *o*.

Every proper mode of uttering a sound other than its *inarticulate* is a particular *articulation* of it, that in the written language should be represented to our sight by its proper letter or combination of letters.

To represent all the different modes of articulation, we use twenty seven letters and 375 different combinations of the same: each one of which represents a different movement of the organs or breath, and of course a different articulation or *modus operandi* of articulated utterance.

The Primary Articulets, usually called Consonants, are

b d g v th z ɔ j y w—r l m n n̄;

p t k f h s c ʃ h ʌ—q and x. Their different powers or modes of articulating, may be seen in the following table.

Vocal articulets,					Aspirate articulets.				
b	as in	bE	eb	bib	p	as in	pE	up	pipe
d	“	dE	ed	did	t	“	tE	it	tit
g	“	gE	eg	gig	k	“	kE	ok	kick
v	“	VE	ev	viv	f	“	fE	if	fine
th	“	thE	with	thither	h	“	hE	both	
z	“	ZE	iz	ZEZ	s	“	SE	es	sis
ɔ	“	zyE	Azure		c	“	she	ash	
j	“	jE	ej	juj	ʃ	“	che	itch	church
y	“	YE			h	“	he		
w	“	WE			ʌ	“	whe		
r	“	rE	ur	rER					
l	“	lE	el	lul	q	“	kWE	} These	two
m	“	mE	em	mum	x	“	eks		
n	“	nE	en	nun	letters are used only for kw				
n̄	“		ing		and ks; and there is no good				

reason why many other combinations may not be symbolized as well. X and n̄ are terminals always used *after* the sounds which they articulate.

The letters, y h w ʌ and q, are initials,—always placed, when used, at the beginning of syllables. — Y represents quiet breath, and h, explosive breath, made with but little movement of the organs of speech. W and ʌ represent a movement of the organs like that made in uttering oo—the former with quiet breath and the latter with explosive.

J r o and C, are used to represent the letters dy ty zy and sy, which are the true combinations that dg ch zh and sh, have been used to represent.

When j f z or c is used between two syllables of the same word, it articulates both syllables.

The *primary* Articulets used both *before* and *after* sounds, are, b p d t g k v f th h z s o c j f r l m n — these and y h w m and q, making 25 in number, together with the following 35 combinations, dw tw gw kw hw sw sq sf sm sn — br pr dr tr gr kr vr fr hr er sr — sk sp st str skr spr spl — bl pl gl kl vl fl and sl, represent 60 different modes of articulating the sounds, *initially*.

Every syllable of the English language begins with one of these *sixty* articulets, or with one of the 17 modes of uttering primary sounds,—minus U and o, making in all, 75 different syllabic *initials*.

In every syllable of the *spoken* English we have one, and *only one*, of the *sounds*, either of the *first* or *second* mode of utterance, articulated or inarticulate; and in every syllable of the *written*, we use one, and *only one*, of the letters which represent sounds.

The *terminal* elements are more numerous than the initial. In addition to the 22 primary articulets used after sounds, there are 443 different terminal combinations of two, three, four, five and six letters each. These combinations are all more or less vocal or aspirate. They combine naturally, and have either a *single* or *double* impulse of vocality.

The COMBINED terminals of two letters each, representing *single impulse* of vocality, are bd pt gd kt vd ft zd st th ht jd ft ct xt xh sp sk—bz ps ds ts gz ks vz fs th hs jz fs ph dh th fh gh lh rh—rc rb rp rd rt rg rk rv rf rz rs rj rf rl rm rn rx—lx lc lm lb lp ld lt lg lk lv lf lz ls lj lf—nj nf mp md mt mz mf nf nd nt nz ns nc nh—nh nd nt nz ns ng nk nx.

Those of three letters each, representing single impulse, are, bst pst dst tst gst kst thst hst vst fst lst mst nst net nft spt skt sps fts fhs dhs nhs xhs mft mfs mps mts—ndh ndz nts njz nfs njd nfd—nst nkt nxt—rmh rmz rmd rnz rnd rnt—rbd rpt rgd rkt rxt rvd rft rzd rjt rft rgz rjz rfz rbz rps rhs rdz rts rvz rfs rsl—lst lkt lxt lmz lmd lbd lpt lbz lps let ldz lts lvz lfs ljz lfs lvd lft ljd lft,

Those of *four* and *five* letters each, are, lpst ldst ltst ljst lfst
lest nest mdst mtst mpst ndst ntst njst nfst ndst ntst ngst nkst
bdst gdst vdst fst — rst rbt rpst rdst rtst rvst rfst rjst rfst
rmst rnst—rmdst rndst lmdst rbdst rptst rktst rvdst rftst rstst.

The combined terminals representing *double impulse*, are, bl
pl dl tl gl kl vl fl zl sl hl cl xl nl zm zn sn bn pn dn tn kn vn fn
thn hn — bld pld dld tld gld kld vld fld zld sld cld clz blz plz dlz
tlz glz klz vlz flz zlz slz jlz flz hlz hld stl mbl mpl ndl ntl ngl nkl
nhn — stn vnh hnd hnz hmz zmz zun vnz dnz tnz dnd tnd knd knz
—blst plst dlst tlst glst klst vlst fst zlst slst—cnst dnst tnst knst
znst—mblz mplz mbld mpld ndld ntld ndlz ntlz stlz stld—nglz
ngld nklz nkld nhnz nhnd—bldst pldst dlstd tldst gldst kldst
vldst fldst zldst sldst—dndst tndst kndst zndst sndst—ndldst
ntldst stldst—ngldst nkldst nhndst.

Of all these differently combined syllabic terminals, each combination represents only *one* element—*one* particular mode of articulation.

DUPLICATE letters are not combined; but belong to separate syllables. They are bb pp dd tt gg kk vv ff zz ss rr ll mm and nn. These should not be used in monosyllables, nor in any word where the duplicate letter does not begin an *accented* syllable. They may be used to make the accent, which follows them, more forcible. Monosyllables need no duplicates; for they have no accent requiring the repetition of the same letter in sequence.

IN SPEAKING or pronouncing words or syllables, we use no substitutes, nor any unnecessary element; and need not use any such in the structure of written or printed words. It is the *use* of such, and the *various* representations of the same element to our sight, that makes the written English so difficult to be attained.

A SYLLABLE is a word, or part of a word, uttered by a single or double impulse. Many syllables have a double articulation, and some have a double impulse of vocality. When the movement of the voice through a tone or other interval is interrupted by an element of occlusion, the impulse of vocality is double.

The letters which represent elements having the power of occlusion, are b p d t g k v f s c h and x.

It is the *vocality* of l m n and other vocal articulets uttered in the same syllable subsequently to one of the above letters, that causes the double impulse; but such vocality is not equivalent to a syllabic sound; and the combined terminal cannot be divided

into separate syllables without adding a *sound*, which addition would *change* the true pronunciation.

NO SYLLABLE in the language can have more than *three* elements,—one articulation *before*, and one *after* the sound. A syllable of only *one* element is always a primary sound. A syllable of *two* elements has but *one* articulation: either *before* or *after* the sound.

ORTHOEPY is the art of correct pronunciation. Its elements are those used by the best speakers of the language; and are the same as those represented by a *scientific* orthography. It embraces *sounds*, *articulation*, *syllabication* and *accent*. Syllabication is the act of making syllables, or dividing words into syllables, according to their initial and terminal elements.

ACCENT is a peculiar force of voice given to a sound: or it is the distinguishing of one or more syllables of a word from others, by the force of utterance. The accented syllable of an audible word is generally the longest; and the excess of *length* alone, without much increase of force above the unaccented syllable, is usually a sufficient distinction.

POLYSYLLABLES and some Trisyllables have *two* accents, one more forcible than the other. The more forcible is the primary accent, which may be indicated by a suffix of the acute accent, except when the last syllable of a word has the primary accent, the grave accent should be prefixed. The less forcible is the secondary accent, which may be omitted, or indicated by a small space,

Accented sounds are represented by letters of different *form* from the unaccented; and in all visible words, the *syllables* of primary accent should ever be indicated. The expressive agency of accent is a great source of *variety* in speech; and its visible representation in printed or written words, ought not to be omitted. It appears to be well fixed by the orthoepy of the language: why then should it be neglected by writers and compositors.

EMPHASIS employs all the elements of expression, by one or more of the specific modes of *time*, *force*, *pitch* and *quality*. It belongs essentially to the current of discourse; but it may be employed on single words and simple sentences. It cannot well exist without accent; for the emphatic is always the accented syllable. But the expressive agency of emphasis is more important than that of accent; and in the written or printed text, it should ever be made more or less visible.

The *Primary* elements of orthoepy may be arranged in the usual alphabetic order, simply as an apparatus of symbols for the conveyance of thought; and the more perfect it can be made, the better. A thorough knowledge of these elements, and their articulate combinations, will be a never-failing key to the correct pronunciation of words.

The division of letters into *vowels* and *consonants* by name instead of *sounds* and *articulets*, may be very well; but we have no *diphthongs* nor *triphthongs*, for the very good reason that there are *no such* in the audible English. EVERY SOUND has its duality; its *base* or beginning, and its *end* or vanish. The concrete movement of the voice through a tone or other interval, is the essential function of every syllable.

No syllable has more than *one* sound: *two sounds* in sequence, as well as *two consonants* of the same letter in sequence, ever belong to separate syllables. The old method of spelling words has never been successfully taught to the masses, and *never can be*! People are demanding orthographic reform; they cannot afford to keep their children in school term after term, *eight* or *ten* years, when the inevitable *result is*, that only a *few* ever learn to read *well*.

A more practical method of teaching pupils to spell, articulate and pronounce correctly, is to practice thoroughly the reading of monosyllables by *naming* the syllabic initial and then *sounding* the syllabic terminal before pronouncing the word; and for this purpose of drill many of the monosyllables of the language have been tabulated.

This practice and that of simply drawing or writing words and sentences upon paper, slate or blackboard, are sure methods of teaching pupils how to pronounce and write correctly. Yet, we are well aware that "the adoption of any scheme for removing the obstacles which the English orthography presents to learners of the language, must depend on public opinion."

The *spoken* English language is both phonetic and articulate, and has always been so: why not make the visible English correspond with the audible?

We "honor the struggling millions who bear the burdens of society; whose hands are tied by the poverty of their circumstances. Their faith and hope and patience are sublime. They are the victims of a false system and of cunning men who madly speculate in the world's misfortunes."

"There is no disguising the fact that the laboring classes, even in this country, are suffering under great wrongs that demand instant redress. In the presence of such wrongs the seeds of revolution germinate." One of the many wrongs to which we allude is the persistent use of what is called English orthography, when every syllable and word of the language may be easily written in letters representing the elements of its orthoepy and in accordance with the standard pronunciation of a Webster or Worcester.

Parents and teachers will find this is not a *spelling* book — but an *articulating*, phonetic, First Reader; designed expressly for teaching the true elements of English pronunciation — making a definite distinction between sounds and articulations, and between syllables of *single* and *double* impulse of vocality.

Every letter is limited in its use to one office; and different combinations represent different elements. To represent the sound of a in *fare* we now use the double letter æ, found in the regular fonts and for which a more appropriate letter may be made and substituted.

The sound of a in *far* and a in *fast*, not being radically the same, we use for the former the Roman V inverted and for the latter the Italic V inverted.

C is used for sh, and c inverted for zh; but these letters, zh and sh, are a *false* representation of the two elements — the true analization of which is, zy and sy — zh and sh do not combine.

U inverted is used to represent the sound of a in *all*. These with six new letters make a separate letter or symbol for each primary element.

 On the twelfth and thirteenth pages, is presented the pupils first lesson, the ARABIC NOTATION and the ENGLISH SOUNDS. The figures and words of the former are simply to be counted or named by the pupil; and the sounds are to be made and repeated until the *form* of each letter and its *name* are well known at sight.

 On the fourteenth and fifteenth pages, is the pupils second lesson, the *primary articulets* — each with a sound and "Cap" indicating its name — to be read by the pupil distinctly and repeatedly until the form of each letter and its name are well known. Then wherever the book is opened the teacher and pupil will find a new lesson, subdivided into several exercises.

MR. SHERIDEN said:—"The greatest difficulty of the English tongue lies in the pronunciation. Some of our grammarians tell us that grammar consists of two parts, ORTHOEPEY, or the just manner of pronouncing, and ORTHOGRAPHY, or the just manner of writing words. But after they have made this distinction, they scarce take any further notice of Orthoepey, and their whole pains are employed about the other article, Orthography. They are deterred from that part of the work by the immense difficulty of the undertaking."

"This is the task on which I am now employed—to restore the first and noblest part of grammar to its just rank and power, and to reduce the other to its due state of subordination: to make spoken language as it ought to be, the archetype, of which the written language should be considered only as the type."

DR. J. THOMPSON, of Glasgow, said:—"Often have I wished to see something done in the improvement of our Orthography, for our own good and credit; but much more have I wished it in reference to the study of our tongue in foreign nations. Patriotism and the love and the good of other nations should lead us to remove every hindrance that exists to the study of our language. Do Englishmen wish to make the acquisition of knowledge as difficult as possible to their own children?"

The late DR. THOMAS CLARK, of Aberdeen, said:—"The difficulty of reading English is felt not only by foreigners, but unfortunately by a large and most important portion of community. I fear that a great many who figure in statistical tables as being able to read, possess merely the name but not the power. Inquire minutely how most persons read. To them the hard spelling of English is a darkening of knowledge; to them a judicious reformation in the spelling of our language would be an opening of the fountain of light."

MR. R. MARTINEAU says:—"There is not a single rule which a teacher can lay down for spelling which has not almost as many exceptions as examples. How spelling can be taught at all in elementary schools is a constant wonder to me."

Professor MAX MULLER says:—"I hope something will be done before long to reform the unhistorical, unsystematic, unintelligible, unteachable, but by no means unamendable spelling, now current in England."

DR. R. G. LATHAM says:—"I consider the question how far a knowledge of the NEW spelling facilitates progress in the OLD, as one of great practical importance. I say, that if it can be proved that the shortest way of learning the present system is to begin with the phonetic, it is an educational question which SHOULD and probably WILL be entertained."

Reading and writing are not education, but they are primary. fundamental and preliminary to education. A man may be able to read and write without being educated; but he cannot well be educated without being able to read and write.

Kaunt the fig'urz and wurdz.

1 wun
2 to
3 hre
4 for
5 fiv
6 six
7 sevn
8 At
9 nin
10 ten

1	2	3	4	5	6	7	8	9	10
wun	to	hre	for	fiv	six	sevn	At	nin	ten

I.

Sound only the aksent'ed let'urz.

Λ	e
E	I
O	u
⊙	⊙
æ	a
Λ	Λ
η	θ
i	
U	
αι	

Λ	E	O	⊙	æ	Λ	η	i	U	αι
e	I	u	⊙	a	Λ	e	I	⊙	⊙

NAm the smol let'urz and pro'nouns the ka

bI	B
dI	D
gI	G
fi	F
thI	Th
zI	Z
oI	O
ji	J
yi	Y
wI	W

ur R, el L, em M, en N, in n,

b d g v th z o j y w—r l m n n

II.

Pro'nouns əɪ ɪz'yɪ, ɛɪ ɪs'yɪ, ʃɪ ɪt'yɪ, ʌɪ həɪ.

pɪ	P
tɪ	T
kɪ	K
fɪ	F
h	Th
sɪ	S
ɛɪ	C
ʃɪ	f
hɪ	H
ʌɪ	ʌ

qɪ Q, ex X.

p t k f h s c ʃ h ʌ — q x.

100 wurdz—saudz inic'al.

Nam ef let'ur, then pro'nouns the wurd.

Az	AS	Al	Ad	At	Ap	Ak	AX
EZ	ER	El	EV	Et	Ef	EK	EX
OZ	OR	Oh	Od	Ot	Of	OK	OX
OZ,	æz	ær,	Ar	Ab	Am	Aj	Af
Δz	Δr	Δk	Δx	Δt	Δm		Δf
nz	nr	nl	nd	nt	nf	nn,	on
Uz,	auz	aul	aur	aut	auf,	of	
iz	ir	il	id	it	is	I'v	I'm

Iz	il	it	if	if,	ej	ef,
ez	es	et	ef	eb	el	em,
uz	us	ur	up	un,	in	in,
az	as	at	ad	ab	ac	ax,
Δz	Δr,	am	an,	en	eg	ex,
øz	ør	ød	øn	øv	øf	øx.

Red Aten let'urz ev the al'fabet.

A	b	c	d	E	f	g	h	i	j	k	l	m	n	o	p	ø	æ
e				I										u		ø	a

III.

145 wurdz — saundz tur'minal.

NAM the inic'al and the saund, then pro'nouns.

Be bA bo bO bæ bΛ bŋ bɑi bi bI.
 PE pA po pO — pΛ pŋ pu pi pI.
 DE dA do dO dO di dU, gE gΛ go.
 TE ti tA to tO tO, kE kA kΛ ku kɑi.
 VE vi vU vɑi, fE fA fo fΛ fi fu.
 THE thA tho thɑi thi, hE hŋ hi hI.
 SE sA so sO sŋ si su sɑi, zE zI.
 CE cA co cO cŋ ci, jE jA jΛ ju.
 YE yA yo yO yŋ yU yo, fE fI fU.
 HE hA ho hO hŋ hi hu hɑi, oE.
 WE wA wo wO wi, mE mA mo mi.
 RE rA ro rO rŋ ri ri ru rɑi, uU.
 LE lA lo lO lŋ li li lu, mɑi mu.
 ME mA mo mo mA mŋ mi mi.
 NE nA no nU nŋ ni ni nɑi, qE qA.

 Red nin'ten let'urz ev the al'fabet.

A ŋ U ɑ r s t th h ʃ q v w m x y z o n
 A e

Pri'mare Atik'lets be'for and Af'ter soundz.

Nam the inic'al and sound the tur'menal,

BAb bAb bIb bub, dab dAb dub,
tub tub, gAb gAb gab, kub kub kab
kAb, fIb fAb, sub sAb, jIb jIb jab jAb,
fub, hub hAb, lob, web, reb rIb rob
rub rAb, mAb, nAb nIb nub nab, gAb,
pEp pop pip pup pap pEp, dEp dup
dIp, tAp top tip tIp tap tEp.

GAp gap, kAp kEp kop kOp kAp
kIp kup kap, fEp, sop sOp sIp sup
sap sEp, cAp cAp cIp cEp, fEp fIp
fAp fEp, yEp, hEp hOp hOp hOp hIp
hEp, wEp wIp, mIp mEp, rAp rEp rop
rIp rIp rap, lEp lop lOp lIp lap lEp.

Red sevn'teen ev the kom'bind inic'alz.

Nam the let'urz and pro'nouns the wurd.

DwI, twI, gwI, kwI, hwI, swI,
smI, snI, brI, prI, drI, trI, grI, krI,
vrI, frI, hrI.

IV.

200 wurdz — tur'minalz, b p d.

then pro'nouns the wurd.

Məp mop map, nap nap nɪp, ded
 did ded dɪd dud dad, bad bɛd bʌd
 bʌd bʌd bed bɪd bud bod, tod tʌd
 tid, god gʌd gid gød gød gad, kəd
 kəd kɪd kud kəd kod kʌd kʌd,
 vʌd vʌd vid, fʌd fɛd fəd fud fed,
 hʌd, sʌd sɛd sɛd sɔd sid sud sed sad.

Cad cod cɔd ced cad cɛd, jad jed
 jʌd jɪd jud, fʌd fɪd fʌd, yʌd, had
 hɛd hod hʌd hʌd hid hʌd hɔd hid
 hed had hɛd, wʌd wɛd wəd wɔd wɔd
 wed wid wəd, rud rɔd rad red rod
 rid red rɪd rɛd, lad lɔd, yu'd.

RED AtEN ɔv the 35 kəm'bind mɪc'alz.
 NAM the let'urz and pronouns the wurdz.

Sqɪ, sfɪ, sɪ, crɪ, spɪ, stɪ, strɪ, skɪ,
 skɪ. spɪ — blɪ plɪ, glɪ klɪ, vlɪ flɪ,
 sli, splɪ.

Pri'mari Atik'olets be'for and Af'tur soundz.

Nam the inic'al and sound the tur'menal,

LED lod lid lud loud lAd lnd
lad led lid, mad mid mud mud
mad med mod mod mAd moud, nud
nad ned nod nnd ned ned, qid qed,
bat bet bot bot bnt bet bit baut
bit bet but bat, pat pet pat paut
pet pit pat pot.

Dat dot dAt daut det det, tot tot
tAt tnt tit tit tat, gat got gaut get
gut get, kot kot kAt knt kit kut ket
kit kut kat, vot vat, fat fet fnt fit
fit fot, fat, hnt, snt sit set sut sot
sit sat set, cet cot cot cait cut cot.

Kem'bind inic'alz: sw sp st sq sn sk br pr hr dr tr fr.

Nam the inic'al and the sound; then pronouns.

SWA SWE spa spa spn spi spu, sta
sta sto sti stu, sqn, sno, ski ska sku
skai, bra bru brai, pra pri pru prai,
hre hro hru, dra dri dru drn, tre
tra tri tru, fra fre fri frai.

206 wurdz—tu'rminalz, d t g.

then pro'nans the wurd.

Yet yet, hAt hEt hOt hAt hIt hEt
 hIt hEt hUt hAt, jEt jEt jUt, ſEt ſOt
 ſAt ſIt ſAt, wAt wIt wIt wEt, ΔEt
 ΔIt ΔEt ΔEt, rAt rOt rAt rIt rAt rAt
 rEt rIt rUt rOt, lIt lAt lUt lEt lAt lEt
 lIt, mAt mEt mOt mAt mIt mUt
 mEt mIt mAt.

NEt not nAt nIt nEt nIt nUt nAt
 nEt, qAt qOt qIt qIt, beg big bug
 bag beg, peg pig pug, dig dug døg,
 tug tag, gIg gag gøg, køg keg,
 vAg vog, fIg fag føg, zIg-zag, sag
 søg, jIg jug jøg, hug hag høg, wig.

Kem'bind inie'alz, gr kr skr str spr sr cr. bl pl kl sl fl spl.

Nam thi inie'al and thi saund, then pro'nans thi wurd.

GRA gro gru, kri kro kru, skru, stru
 stro stro strA strO, spra spre spri,
 sru cru, klu klO klA kli, blo blu,
 pla ple pli plai, sla slo sli slu slai,
 fle flA flo fli flU flo flO, sple.

Rog rug rig rag, lēg leg lug lag
 lөг, mug mөг, nig nag nөг, bek
 bak bak bök bek buk bak bök, pek
 pik pak pök pek pok pak pik puk,
 dāk dik duk duk dek dök, tak tāk
 tük tok tuk tak, gāk, kāk kök kok.

PAV, dov div duv, tAV, gAV gIV,
 KAV kov kAV, fiv, SAV SAV SIV, CAV
 CEV CIV cuv, hev hov hAV hiv hav,
 WAV WEV WOV, REV RAV ROV rIV, LAV
 LEV liv luv, mOV, NAV. Bef buf,
 puf, def def duf dөf, tuf, gaf gAF,
 kAF knf kuf, fif, hөf, zif, saf, cөf.

Pro'nouns Ef sil'able sep'ΛAtI, then thI wurd.

AtI otI, EZI oZI, ærI, AmI i vi isI
 alI enI coi dui doi toi, bñI jñI
 knI, tñI hñI, juI šui, nñI bñil fñil
 knil, rnñil, snñil tñil, bAbI bөbI bөzi
 bөti buti boni beni, bñdi bөdi
 bñdi, bugI bagI begI, bñki.

Jif, ſef ſaf ſaf ſaf, haf huf hof,
 waf wof wif, ʘif, ref rif rof ruf, lef
 lof lif luf laf, muſ miſ, niſ, qaf,
 bath, soth sith, tith, lath loth,
 maith, neth, with, boh bah baʘ,
 paʘ paʘ peʘ piʘ, deh doʘ, teʘ toʘ
 koʘ, faʘ, siʘ seʘ saʘ.

Ceʘ, yuʘ yoʘ, heʘ haʘ, wiʘ,
 reʘ riʘ raʘ raʘ, loʘ loʘ laʘ laʘ,
 meʘ maʘ miʘ, bez baz boz baʘ
 biz baʘz buz, pez paz poz paʘz piʘz
 puʘ, daʘ deʘ doʘ diʘ duʘ doʘ duʘ,
 teʘ toʘ toʘ tiʘ tiʘ taʘ, gaʘ.

82 Dissil'ablz—ak'sent the first sil'abl.

Bevi belı bolı besı berı, cerı
 cadı cedi cakı cinı, cepı, dakı dadı
 dari dali duli dali dutı fadı fogı
 fegi fomi fumi furi firı ferı felı
 felı filı, finı funı, fusi, fici fuci,
 gidı godı, galı gulı, gosi gası.

Wag, mig, kık kak, hık, sek sak
 sok suk sık sak sek, cak cak cok
 cuk cak cök, jok jak şek şok şık şek
 şık şuk, yök yak, hak hık hık hık
 hök hök hak, wök wek wak wok
 wık, mak, rek rak rek rök rak rök,
 lak lak lek lik lök lık luk lak lök,
 mak mek mak mök muk, nek nık
 nök nak nek, qak qak qık qak, gez
 goz gız, kez kız kaz kaz köz köz,
 vuz vız, fuz fuz faz fez foz fiz,
 thez thoz, hız hız, zez, sez soz sız
 siz suz sız sez siz, cez caz.

Pro'nouns ef sil'abl sep'atlı, then thı wurd.

Bızı dızı dozi dazi fuzı, gıke,
 hubı hebi hufı, ha di hedı, heji,
 hegi, holı holı hılı hılı, lılı,
 la di ledı, jeli jeli, hapi, hunı,
 huri, hati hıti, hevi hevi, hazi
 huzı, joki jeki, jozi, jusi, kufı

Coz cōz ciz cuz cōz, jez jaz jΔz
 jΔz juz, ſuz ſez ſoz ſōz ſΔz ſΔz, yez
 yaz yuz, huz hΔz hēz haz hoz hōz
 hΔz hīz haz, wez waz woz wōz wuz
 wiz, miz mez moz muz, raz roz riz
 rīz ruz rΔz, laz lez lōz lΔz liz luz,
 maz moz mōz muz mΔz maz, nez
 naz noz nΔz nuz, qaz qez qiz. Bas
 bos bus bas bēs, pes pas pas pus
 pos pas, das dos dis dus dōs, tēs,
 ges gos ges gas, kas kus kis, vas
 vis, fas fas fus, thus this, ses sis sas
 sas sōs, jus, ſas ſes, yes yis yus.

67 Dissil'ablz—ak'sent thī furst sīl'abl.

Kēfī, kōlī, kēpī, kurī karī,
 kadī, kitī, kavī, kozī, lēbī, lēfī,
 logī, limī limī, lavī levī, lazi
 lazi, lēfī, modī mudī, mugī,
 mukī, melī molī, monī menī
 munī, mumī, merī marī.

Hous his, ras ris rus, les las los
 lus lis les las les, mas mos mus
 mous mis mes mis mus mas mes,
 nis nes nos, boc bec, pic poc, dic
 dac, tuc, kac, fic fuc, huc hac hac
 sac, wic wec, ruc rac, lac, mac.

Mac muc, nac, qec, baj buj baj,
 paj pej, dej, gaj gaj, kag, fuj faj,
 sej saj sej, juj, [aj, huj hej hej, waj
 wej, raj rij, nuj, lej lej laj lej. Be'
 bif baf bof, pef pof paf paf pif paf,
 dif duf, tef tuf taf, kef kaf kof, fes,
 haf, suf, hif haf, vaf, wof wif, mif.

Pro' nouns Ef sil'labl and then thi wurd.

Nedi, nebi, nagi, nuli, noti
 nnti neti, nefi, navi, padi, pufi,
 pigi pugi, pali poli, pami, pesi
 posi pusi, poni pini puni peni,
 pupi pepi, pati pauti peti piti
 puti, pifi, pozi, pehi pih pa hi.

REſ RIſ reſ roſ, lEſ laſ, mΔſ mEſ
muſ maſ, niſ nEſ. BER bor bōr bær
bir baur bur, per por pōr pær pur
paur pur, der dor dōr dær dir daur,
fur fEſ for fur fær fir fūr fēr, VER
vur, tōr tær tir taur tar tEſ tor.

GAR GER gor, kaur kær kor kur
kur, thær, sER sor sur sur saur, caur
cur cEſ cor cær cir, jER jur, ſER ſor
ſær, yur yōr yor yEſ, hER hær hur
hir hur, war wor wur wōr wōr
wær wir wūr, mæſ mur, rER ror
rær, nōr nEſ, qER qir, qEſ, wEſ.

67 DISSIL'ablz—ak'sent thr furst sil'abl.

RUBI, redI rudI roudI qERI qERI,
RIJI, rogI, rēkI, rili rali, rimi
romI, rani rōni, rasi risI, ropI,
ruti rotI, rozi, se di sedI, segI,
saki, saji seji, sili sali, semi, sunI
sopi sopI sepi sapi, sasi sasi sisi.

LAR ler lor lir lur lour, mar mer
mor mör mir mæ'r mur, nER nir.

BAl bol bøl bil bīl bel, pAl pel
pol pøl pøl pil pīl pøl, dEl dAl dol
del døl døl, tøl tEl tAl tol tøl til tīl
tel, gAl gol gøl gæl gil grīl gul.

KAl kEl kol køl køl kæl kul kil
kīl, vAl vEl vil vīl, fAl fEl føl føl fil
fīl faul føl fel, hīl, zEl, sAl sEl sol
sel sël sīl, cAl col cøl cal cel, jAl jel
jīl, ſīl, yAl yel yu'l, hAl hel hEl hīl
hø'l høl hæl hol hul, wEl wīl wøl.

Pro'nouns Ef sil'abl and then thi wurd.

SItI sOtI, tAbI, tAdI tIdI tEdI
tOdI, tIkI, tAlI tIlI tUlI, tInI tInI,
tArI tOrI, tItI tEtI tAtI, tuſI, hEmI,
ſAfI ſafI, ſIpI, ſIlI, ſArI ſErI ſerI, ſEZI,
vAlI vElI, vInI, vArI vErI, wEdI
wOdI, wEbI, wEjI, wOlI, wAnI wInI,
wAtI wItI, wAVI, MEZI, yAnI yOnI.

WAl wel wAl, MAl MEI MI, rEl
 rol ril rIl ruI, luI lEl, mAl mEl moI
 mil mIl muI moI mal mAl, nAl
 nEl noI nuI nel, qAl qEl qIl.

Hom hom ham hem him hum
 ham, bem bom bam bum, pam,
 dam dem dom dom dim dim dum
 dam, tam tem tom tim, gam gAm
 gum gOm gom, kam kAm kom kum,
 vim, fam fom fAm fum, them, hem
 hum, cam cam, jem jam, fAm fim
 fum, sAm sAm, yam.

82 DISSIL'ablz—ak'sent thi furst sil'abl.

SpAdI spEdI, spECI spECI, spOkI,
 spOnI sponI, spAsI spISi, stubI,
 studI, stufI, stagI, stajI, stAfI
 stemI stemI, stanI stonI, stori
 stArI, stufI, stIkI stEkI, skabI, skefI
 skEmI skumI, skInI, skæri skArI,
 skoutI, skAlI, swAlI, swECI, swehI.

SAM SEM, rEM rom rim rum rum
 ram röm rim, lAM lom löm löm lim
 lim lam, mAM mam mum, num nam,
 wom, MIM, qAM. BEN bin ban bon,
 pen pan pin pin pon pun pön pan,
 den din dan den dönn den dad din
 daun dun.

Tun taun tin tin tun ton tan, gan
 gun gön gain, kan ken kon kön kin
 kin ken kan kön, van vin van, fin
 fan fun fön fan fin, thin then than,
 hin, zon, son san sen sin sin son.

NAM thi kem'bind mic'al and sound thi tur'minalz.

SwetI, swinI, twinI, twilI, sqeci,
 sqibi, sqeki, sqali, sqemi, smoki,
 smuti, smili smeli, snaki sneki,
 snali snali, snufi, snezi, snapi,
 sneri, smuji, sneti, slabi, sluci,
 slogi slugi, sloli slili, slimI, slepi
 slopi slipi slepi, slati sliti sluti.

Cin cīn con cun, jan jin, šin šan,
yan yon, hon haun hen, wan wen
wun win win, min men, ran ren ron
run ran rin, lin lan, men men mon
man, non nin non nun naum.

Ban bun, pun pan, din don dun,
tun, gan gon, kin, fan, hin hen,
sun san sen sin, yun, hun han,
win, man, ren rin run ran, lun len,
mun, jin. Bax bex bax box box
bax bux box, pex pox pax pex pax
pex pux pix pix, tix tux tax tax
tnx, gnx.

Pro'nouns thi wurd, aksent'ın thi furst sil'abl.

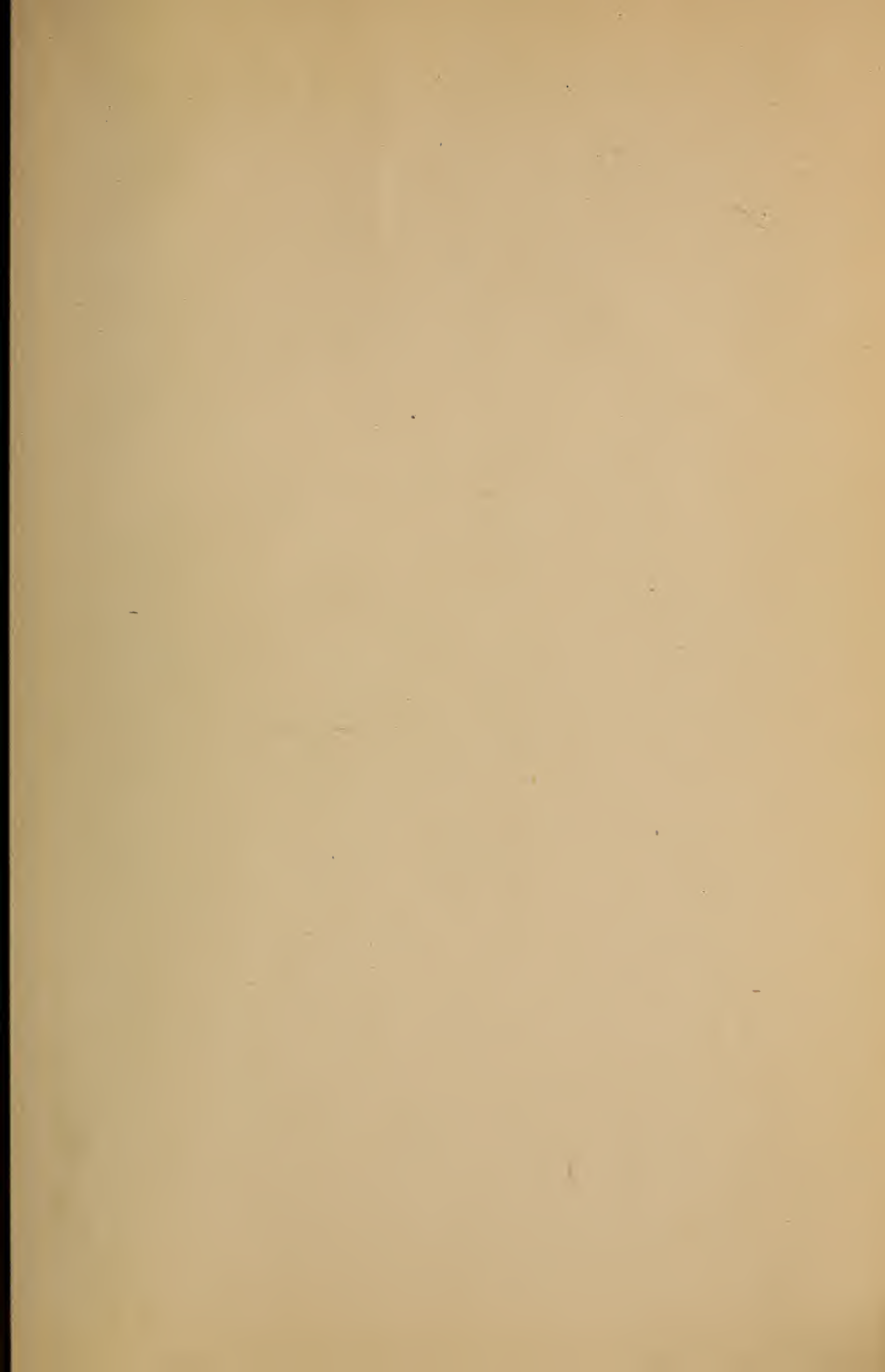
Slohi, slevi, slezi, slai. Bluci
bledi bludi blufi blomī blani, bliti
bleti, blefi blefi, pledi, pleti pliti,
plevi, gladi, gleli, gleni, glomi
glori glasi glesi, kladi, klegi,
klokī, klami klanī, klevi.

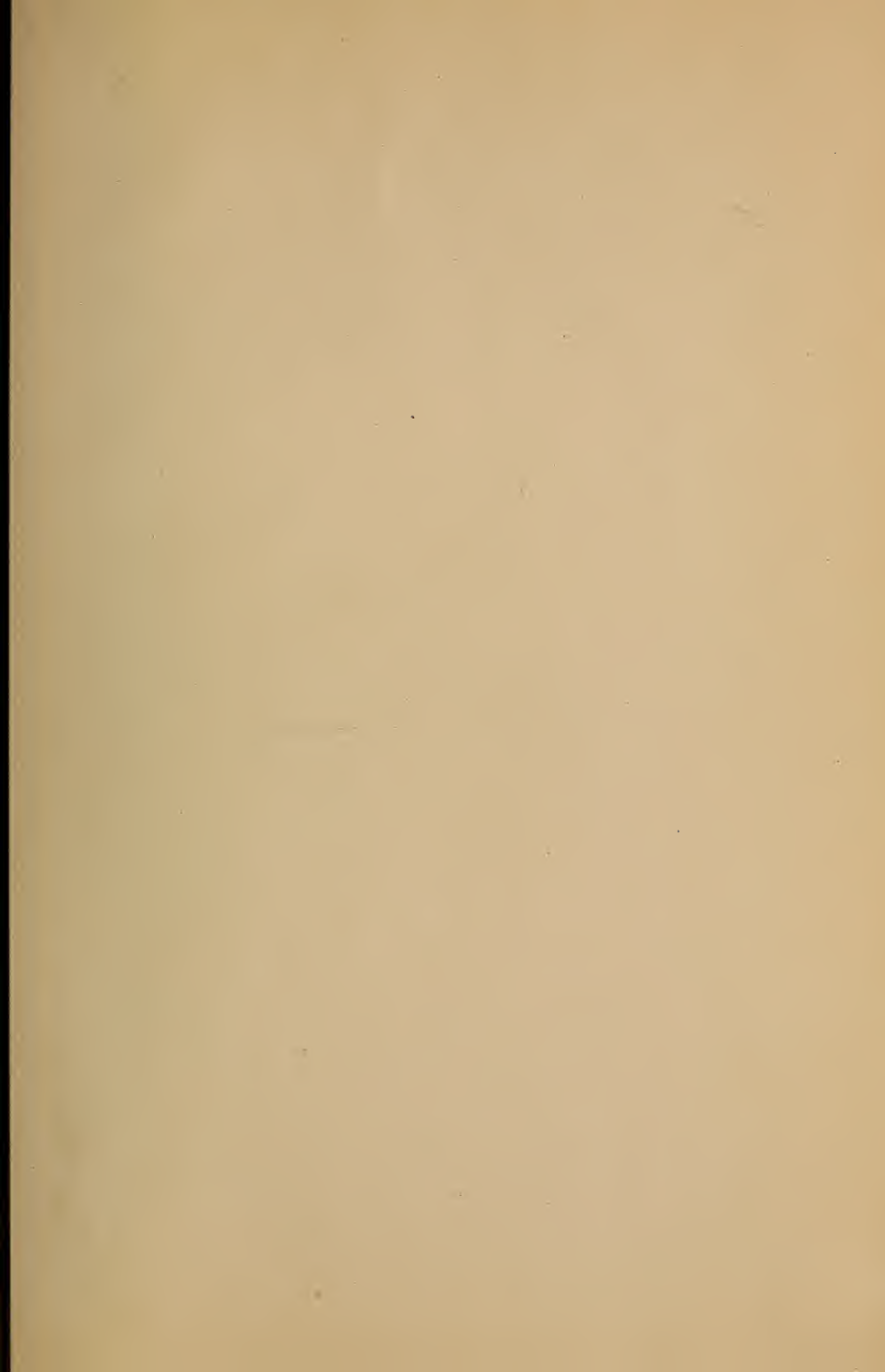
KAX kox kox kix, vex, fox fix fax
 fex, SIX sex sox sux sax sœx sex, CAX
 cax cox cux cax cœx, dex dux dœx
 dix dux, jax jox, ſox ſex ſex ſux ſœx,
 yox, hox hax hœx hax hœx, wœx
 WAX WEX WIX wax, Max, RAX rex
 REX rox rax rœx, lex lax lax lix lix
 lox lex lax, max max mœx mix
 mux, nex nœx nœx, qax qœx qax.

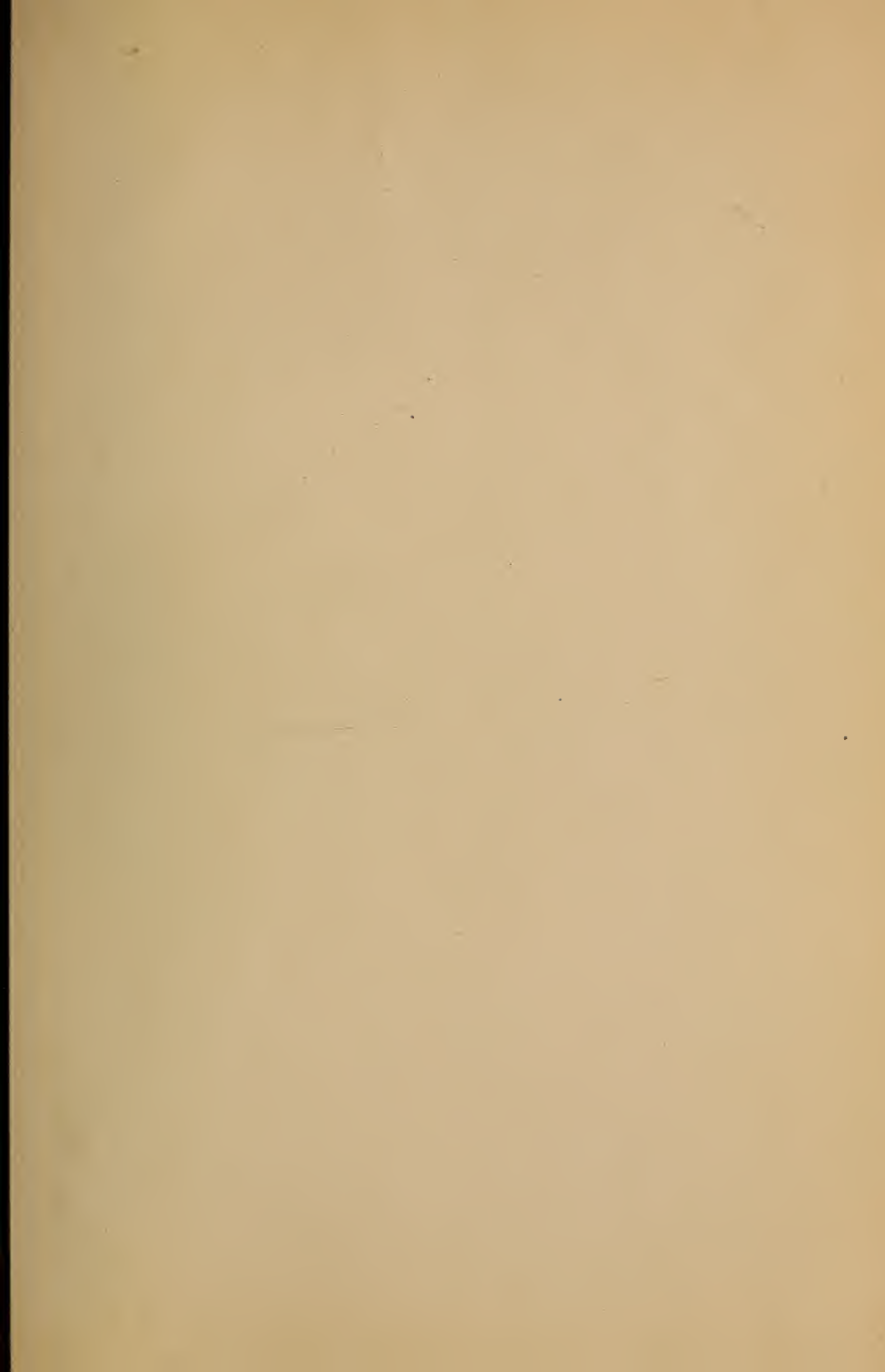
Nam thi kem'bind inie'al, sound thi tur'mmalz
 and then pro'noans thi wurd, aksent'in the furst sil'abl.

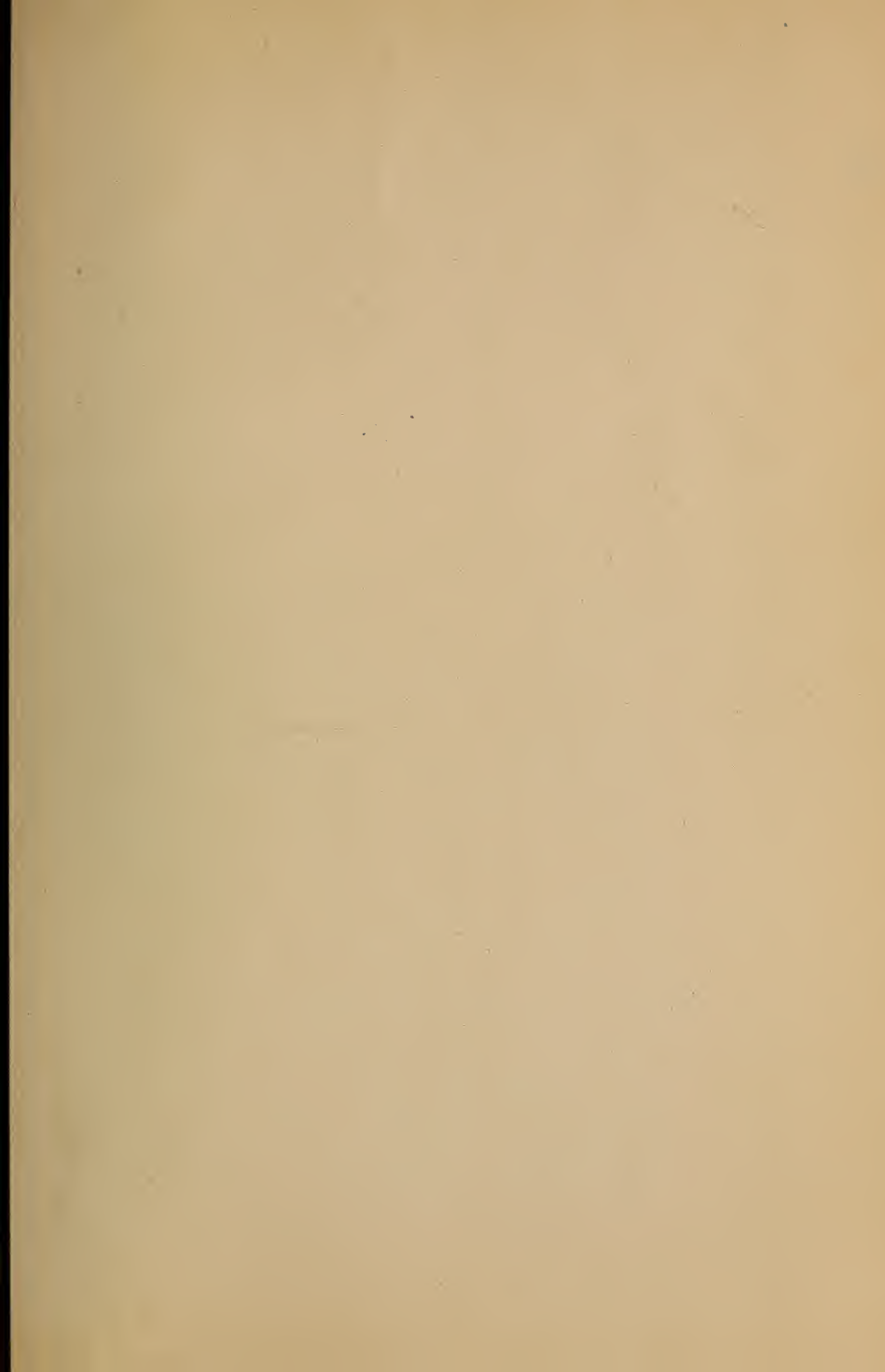
Flabi flaci fleci fleji flaki fleki,
 flemi, flesi, flapi flepi, flauri fluri,
 fleti fliti flouti, frati freti friti,
 freli, frezi frizi frazi, frœhi, hœbi,
 hœdi, krazi, krabi kragi, kraki
 krokI krœki, kremi krumi, kroni,
 kropi, brimi bromi, brœni brani
 brini, briri, brasi brasi brœsi
 brezi, brethi, brœhi, bruci.

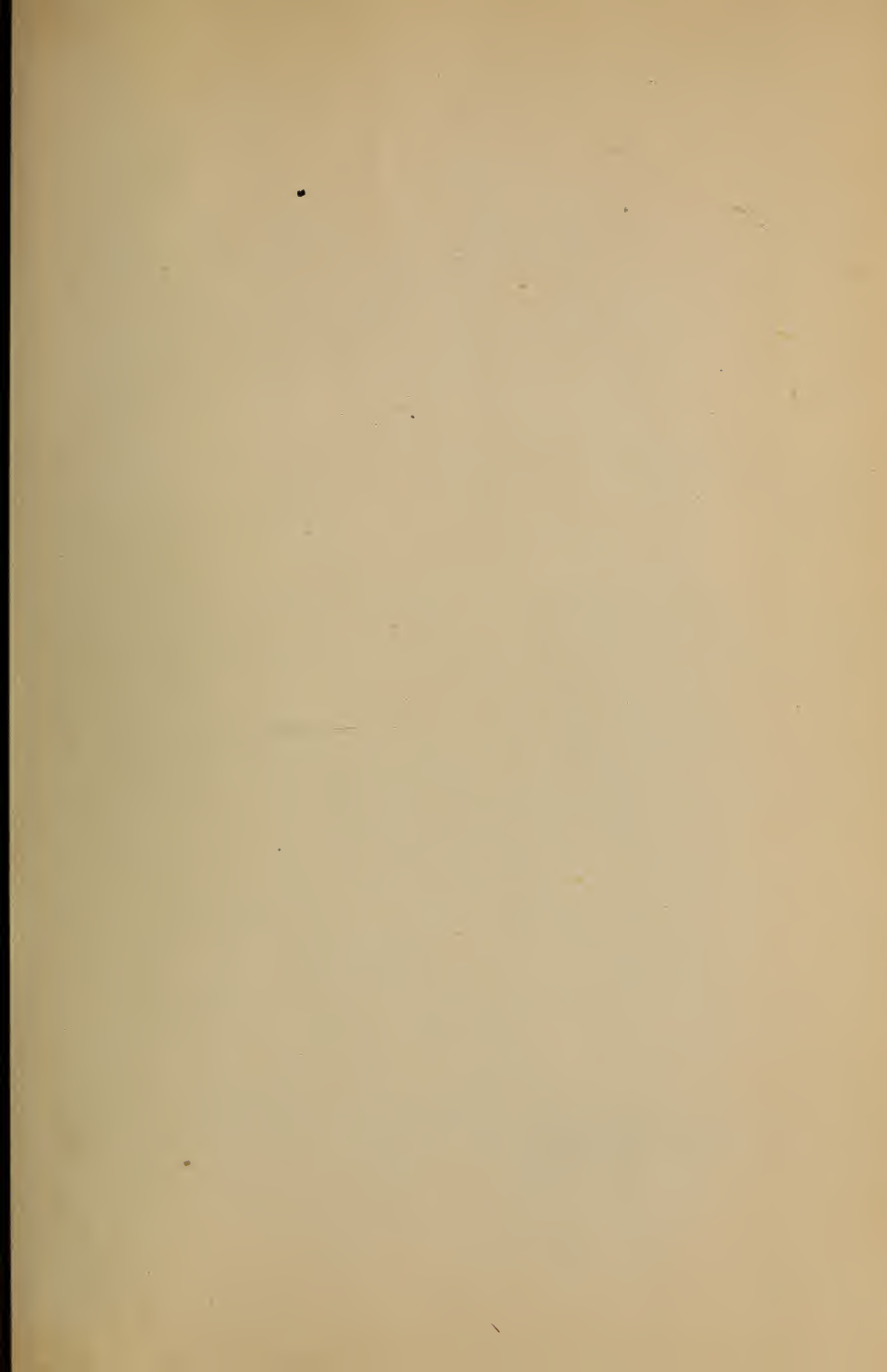
THE HISTORY OF THE
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TO THE PRESENT TIME
IN TWO VOLUMES
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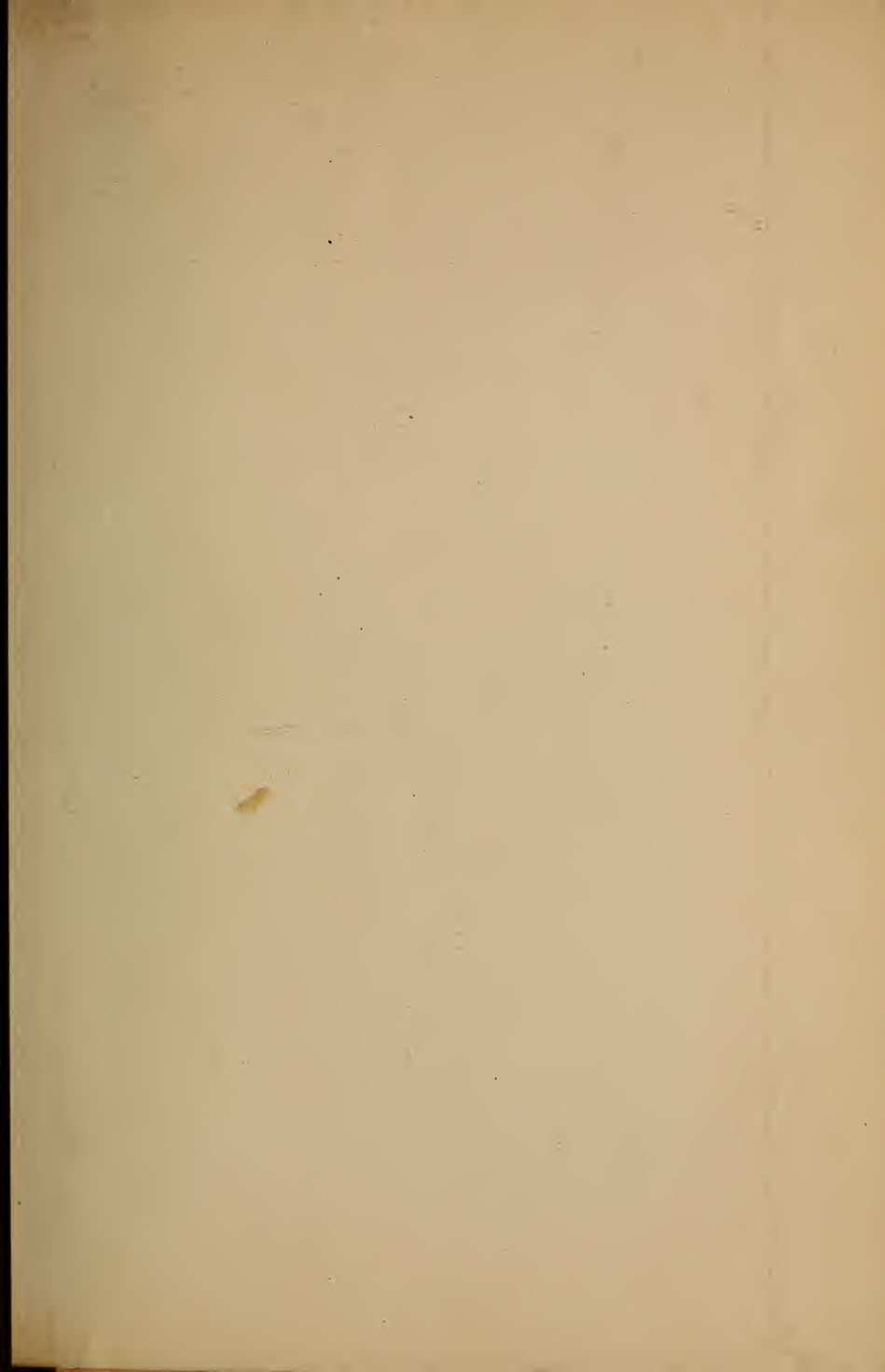












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